

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. X.

ST. LOUIS, FEBRUARY, 1877

No. 2.

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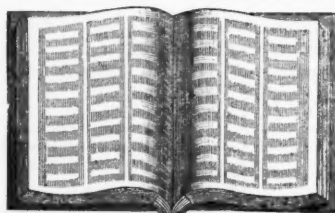
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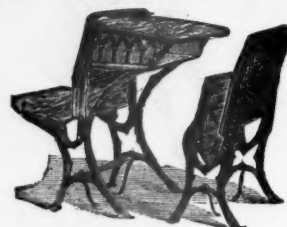
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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. X.

ST. LOUIS, FEBRUARY, 1877.

No. 2.

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The consequences of sin wear out—  
everything wears out but God's love.

There is a way out of all perplexity  
and trial, the Lord's special way for  
each of us, that we never see till it  
comes.

WILL you when writing to adver-  
tisers, please say you saw their adver-  
tisement in this journal? It will be  
a mutual benefit so to do.

## SUNSET.

EMILIE LILIAN WHITING.

The day had been dark and dreary,  
But just at the sunset hour,  
Came a gleam of light thro' the darkness  
That fell with a magical power;  
That fell on our hearts like music  
Chasing the shadows away,  
Till the chill and the gloom around us  
All fled with the weary day.

And as brightly the crimson sunset  
Came with its flush of light,  
And the rosy shades still lingered,  
Tinging the gloom of night—  
So ever, I thought, thro' life's pathway,  
Tho' darkened and sad be the days,  
Yet the sunset at last that He sendeth,  
Will be brightened by heavenly rays.

Attain clear vision as the beginning  
of all good.

The completeness of the victory  
hides the magnitude of the struggle.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, FEBRUARY, 1877.

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that they carry home good reports,  
and keep yourself well posted on the  
best methods for conducting your  
school, and success is sure.

KEEP your heart full of hope and  
good cheer, your head full of ideas,  
and your hands full of work, and you  
will win your way easily.

WE are obliged, very much to our  
regret, to leave over a number of ar-  
ticles of special interest and impor-  
tance, which are in type, but which  
we could not find space for in this  
issue.

WE are ahead of last year in sub-  
scriptions for 1877. This journal is  
doing not only a very important but  
a permanent work for the teachers.  
The good things in it bearing upon  
your work in the school room, and  
upon needed legislation to perfect our  
school system, should be read by the  
people who pay the taxes, as well as  
by teachers and school officers. Will  
you help us send out another thous-  
and before March?

BOSTON ranks among the highest  
in the amount of material furnished  
free to pupils. Last year Boston fur-  
nished books to the cost of \$51,879,  
while the bill for books, stationery,  
&c., was \$104,252 for 44,000 pupils.  
Philadelphia spent \$109,998 in the  
same way for 95,000 children. St.  
Louis spent \$17,690 for 34,000 pupils.  
Chicago \$820 only for 36,000 scholars,  
and Lowell, \$794 for 5,500 pupils.

## WELCOME.

HERE comes *The Educational Weekly*. We are glad to see  
it, to read it, and to strongly com-  
mend it. It will be an excellent ally  
and helper not only to every teacher  
and school officer, but to the cause of  
education, wherever it circulates. It  
is readable and bright, and strong in  
all departments, a sixteen page  
weekly, made up of the consolidation  
of "The School Bulletin and North-  
western Journal of Education;" "The  
Illinois Schoolmaster;" "Home and  
School;" "The Michigan Teacher;"  
"The School;" "The Nebraska Teach-  
er;" and "The School Reporter;" rep-  
resenting Wisconsin, Kentucky, Illi-  
nois, Michigan, Nebraska, and Indi-  
ana.

It starts out, too, with eight pages  
of advertisements, showing that peo-  
ple who have goods to sell, want to  
reach those who make and mould pub-  
lic opinion.

Prof. Wm. F. Phelps, President of  
the Whitewater State Normal School,  
the editor-in-chief, is one of the best  
and most widely known educators in  
the country, and with an able corps  
of assistants and a weekly paper, he  
will do a great and much needed  
work.

He says: "Consolidation is the or-  
der of the day in this department. It  
has been found that, here as else-  
where, 'in union there is strength.'  
Conspicuous among the examples in  
illustration of this truism are the  
AMERICAN JOURNAL OF EDUCATION  
at St. Louis, and the "New England"  
at Boston. In both of these cases,  
increased strength and influence,  
growing out of a concentration of  
effort, are producing the happiest re-  
sults. The circulation of these ex-  
cellent journals is understood to be  
greatly in excess of that of all the  
monthlies entering into the combina-  
tion, while the vigor, spirit, and  
ability with which they are conduc-  
ted give to them a power for good  
quite impossible under the old ar-  
rangement."

A faithful, efficient man or woman  
who teaches, is worth to any commu-  
nity a thousand fold more than they  
generally get.

—The Report of Supt. Shannon is  
a document of rare merit. The ad-  
vance sheets should be read by every  
citizen of this State.

TEACHERS, by reading the advance  
sheets of the Report of the State Su-  
perintendent, Hon. R. D. Shannon,  
will see why they have not been paid  
the wages earned. School officers,  
too, will see how they come to be  
short of funds to pay their obligations  
—and all will see the necessity of  
complying with the various provis-  
ions of the school law, poor as it is.

The Committee on Education, we  
hope, will give this matter immediate  
attention.

THE OFFICE of this journal in St.  
Louis is at 704 Chesnut street.

We shall be glad, always, to have  
teachers, school officers, and others  
interested in education, call upon us  
when they visit the city.

WE hope the Legislature of Mis-  
souri will remedy the defects of the  
school law, so clearly pointed out by  
Hon. R. D. Shannon, State Superin-  
tendent, in the advance sheets of his  
report.

—Three far-reaching measures are  
ably urged. 1. To employ the entire  
time of the County Commissioner;  
2. To increase the school term from  
four to six months; 3. To provide for  
a Normal Institute in each county.

—The Iowa Teachers' Association  
at Grinnell seems to have been a  
meeting of great interest and profit.  
Miss P. W. Sudlow, Superintendent  
of the Davenport Schools, was elect-  
ed President.

THE increase of knowledge brings  
with it new desires, and the tastes  
wishes and passions of men grow  
more reasonable, grow to be such as,  
by their very gratification, promote  
the good of the whole, and the more  
permanent and complete good of the  
man himself.

THE increase of knowledge is the  
initiation of all other improvement.

The morning comes to us all, even  
as the night.

## IS IT BEST?—NO. 3.

DR. W. T. HARRIS,

In the course of his article in the *Atlantic Monthly*, on "The Division of School Funds for Religious Purposes," points out very clearly not only the distinction between the Church and the State, but the distinction between sin and crime also.

Both of these points will repay a careful perusal.

## SEPARATION OF CHURCH AND STATE.

In order to gain a clearer insight into the main question, we must now investigate the inherent nature of the State and the grounds on which its separation from the church is defended. Afterwards the necessity of the secular school to the State will be considered.

As a slowly but constantly growing fact in modern history, the separation of church and State has attracted the attention of thinking minds, and its causes have received considerable investigation. Upon a precise determination of these causes depends the settlement of a variety of social and political questions.

Asking ourselves what is the end and aim of the State, we ultimately find this answer: The object of the State is the establishment of justice among men and the prevention of crime through this means. The church may have for its object the bringing of men to God and the prevention of sin. Sin and crime are the two distinctions which we must study if we would get clearly before us the difference between State and church, between the political and the religious body. Crime is a breach of the laws of right or justice as defined by the State. Sin is a breach of the mandates of religion. Crime may be punished by a fine, personal duress, or the forfeiture of life; it is measurable, and its punishment is intended to cancel the debt exactly. A sin, on the contrary, is looked upon by religion as an infinite forfeiture, and no finite penalty can restore the sinner to his true relation. Only complete repentance, and utter renunciation of the sin and its consequences as selfish benefit, will restore one before God. God meets infinite forfeiture with infinite mercy wherever there is complete repentance. Repentance, however, does not (and ought not to) save one from the punishment due to crime. Justice must secure to each man the fruition of his deed. If it is criminal, then his deed returns upon him negatively, depriving him of property or personal liberty. Each man to be free must be self-determined. The ideal of self-determination is the ideal set up by justice. All that man does he shall do to himself. Society organ-

ized as the State shall see to it that his deed aimed outwards returns to him: if good, to free him and bless him; if bad, to fetter and curse him. To relieve him of the consequences of his crime were to insult his ideal and prevent him from being self-determined. If, on the other hand, the State regarded crime as sin, borrowing its standard from religion, it would have no finite measure and could not visit the criminal with any punishment except death. This would be the code of Draco. But even death would not expiate crime regarded as sin. It would require eternal punishment.

From this divergence between their modes of viewing dereliction arises the confusion when church and State are united. Justice considers only the overt act. It attempts to return only one's deed upon him; not his unexecuted intention, his disposition, but his deed. Religion regards, and must regard, the disposition or intention. It must lay stress on self-search; it must go behind the deed and before the deed, and proclaim the mandate of religion: a pure heart, an upright disposition and intention, is an essential condition for all who would seek God and find him. Disposition can be judged of only by disposition; when the civil power undertakes to discover disposition, it interprets overt acts, and when it ceases to limit itself thus, it becomes the instrument of suspicion and inaugurates a reign of terror. While the criminal stands on the scaffold, condemned to receive the extreme penalty of the law and without hope of escape, the church may offer him the consolations of religion, assuring him of reconciliation with God effected through his sincere repentance, and promising him immediate blessedness. The smallest sin, unrepented of, shuts one out of the kingdom of God; the largest one, repented of, is forgiven. Here is evident the exclusion of quantitative measure; small and great no longer have significance when we speak of the infinite.

So long as State and church are united, there is of necessity a mutual influence on their standards. The exercise of civil power on the part of the church tends perpetually to impel it to the introduction of finite standards, thus allowing expiation for sin; to permit the substitution of penance for repentance. The exercise of ecclesiastical power by the State, on the other hand, tends to confuse its standards of punishment and to make its penalties too severe at one time and too lax at another, and thus to render the whole course of justice uncertain, by considering

the disposition rather than the overt act.

To religion, therefore, should not be given the power of compulsion nor of inflicting penalties. Its nature will lead it to confound finite misdemeanors with sins, and sins are infinite in their negativity. The State with its principle of justice can inflict penalties and exercise compulsion. It can cognize the overt act and say to the doer, In what measure you injure society, in that measure yourself shall suffer. But it cannot go beyond the overt act and penetrate within the sacred circle of personality, in order to take account of the measure in which the soul has internally realized the absolute ideal. Whatsoever has not become deed, but remains only a thought, is not yet uttered or externalized, and hence cannot be returned on the doer, hence cannot be cognized by justice. But religion finds its true province in taking cognizance of the disposition, of the intent and purpose. Hence the stress that it lays on confession and profession, on the shrift, the narration of religious experience, and above all the outpouring of the soul in prayer. Phariseism, which looks only to external forms and ceremonies, is the object of its strongest disapproval. Cleanliness within, purification of the heart in its motives and imaginings, are always insisted on. When under the influence of the principle which takes account of the disposition rather than the overt act, and which depends upon confession to obtain this, the State formerly put its suspected criminals to the torture in order to compel a confession.

(To be continued).

## PRACTICAL EDUCATION.

BY PROF. J. H. CARTER.

IN my judgment there is a false and pernicious view of the term practical much in vogue in our day, and I fear that it is on the increase. When many persons speak of the "practical" in education, they mean that which directly prepares the student for some special avocation in life. That is "practical" which does this—that is not practical which does not accomplish this. Against such a utilitarian view of the "practical" I desire to utter an earnest protest. It seems to assume that the end of an education is to enable one to earn a livelihood. It does not take into consideration the great truth that the mind ought to be cultivated for its own sake. It appears to ignore the fact that scholarship and culture are valuable possessions in themselves. It reduces a man to a mere machine for procuring bread and butter! Will

such and such a study bear directly on my life-work? If so, it is practical! According to this theory, if a young man wishes to become a civil engineer, he must devote himself almost exclusively to those branches which have immediate connection with this profession. Does he wish to be a lawyer, doctor, or preacher? He must largely confine his attention to the studies which are pursued in a law, medical, or theological school. Such a view of the *practical*, I am constrained to brand as essentially dwarfing and narrowing, and utterly delusive.

I entertain a different, and, I trust, a nobler conception of a practical education. That is a practical education which disciplines, develops, and strengthens the mind—not one faculty to the exclusion of the others—but the mind in the entirety of its powers. An education which trains the judgment, reason, imagination, memory, and taste; which leads the pupil to think and investigate for himself, and to express his thoughts and to state the results of his investigations in clear, forcible, and concise language; which inculcates the exercise of a thoughtful and laborious patience, which makes him independent and self-reliant, and which lays a broad and firm foundation for whatever superstructure he may afterwards see fit to erect. A result so grand and noble as this, cannot be obtained by any one study, or by the studies of any one department. Mathematics, geography, grammar, rhetoric, logic, mental and moral philosophy, languages and sciences must all contribute, each its respective part, to the accomplishment of this great end.

In giving utterance to such views with regard to a practical education, I do not mean to deny that a necessity exists for special training in order to prepare one's self for any given position or profession. But in no case should a student enter upon the study of his specialty without having first laid a broad and solid foundation. Let him not be misled by the modern erroneous views of a practical education. Let him understand, that whether he intends to be a lawyer, doctor, preacher, teacher, editor, or anything else that is worthy the aspirations of a man, a thoroughly cultivated mind is what he needs, and what, in addition to the knowledge of his special work, he must have in order to insure the highest degree of success. That such cultivation cannot come as the result of a narrow course of study, is self-evident. There are thousands in every profession who never attain distinction, who never rise above



mediocrity, and they are chiefly those who lack this great *desideratum*, rugged development.

As to methods of instruction, these, as well as the branches studied, ought to be practical in the same broad way, and ought equally to tend to mental development and improvement. He is the best teacher, and he produces the most practical results, not who imparts to his pupils the greatest number of facts, but who trains them to habits of correct thought, who implants in them a love of knowledge, and a "hungering and thirsting" after true scholarship and a lofty culture.

Such is the conception of the practical in education, which, though not in harmony with the views of our too utilitarian age, I would earnestly impress upon every student and upon every teacher.

CHRISTIAN UNIVERSITY, Canton, Mo.

#### CURRENT COMMENT.

LILIAN WHITING.

*Wood Carving for Women—Honesty of Teachers—Anna Dickinson's Success—Something Noticeable—George Eliot's Philosophy—Self-centred People—The Eliot School in St. Louis—Girl Life.*

Brilliant ideas float in the air like perturbed spirits, waiting the organism which can attract and determine them. Imagination is the pioneer, art the follower. Psychological insight sees the possibilities, art embodies and gives them in visible form to the world. One of the signs of real aesthetic progress is the introduction in our midst of the art of wood carving, with its two-fold power of elevating the taste for household decoration, and opening a new and desirable field for women. In almost every European country art is a familiar household dweller, and the influence of the Centennial Exposition has almost unconsciously acquainted our people with the desirability and feasibility of home ornamentation.

Miss Halsey of the Cincinnati School of Design, is now receiving a class of ladies in St. Louis for instruction in wood carving, and an interview with her gave us information of which we condense a few definite points:

(a) Wood carving is an art especially suited to ladies. An artistic taste is conducive, but not indispensable to success, as accuracy and application will enable the worker to "follow copy."

(b) Only a very moderate outfit of implements, at small cost, is necessary to the beginner.

(c) The demand for the work is beginning to be widely recognized. From screens, frames, and general bric-a-brac, to parlor, library, church furniture, and the carving of panels, doors and cornices of a room, is included in wood carving.

(d) A few years since it was in America an almost unknown art.

The School of Design in Cincinnati gave enthusiastic workers to the world, and now some twenty women in that city earn their living by this work.

There is no such potent moral tonic for society as good, genuine, paying work, and the best incentive to a higher and more earnest life for women, is in opening to them fields of suitable labor.

A very high and merited compliment was paid to teachers in a remark of Mr. Franklin of the house of Wm. Barr & Co., a compliment whose value is stamped by its coming from so high a source as this gentleman, whose name is a synonym for honorable, generous dealing, and discriminating sagacity. "We are always ready to trust teachers," said he, "for we know them to be honest—to be scrupulously conscientious in paying their bills."

Such testimony as this is deservedly prized by teachers. And it is true. The teacher's profession is one constantly calling out and stimulating the noblest qualities. Mental vigor and moral honor characterize the profession.

The *Atlantic* speaks commiseratingly with an "I told you so" air, of Anna Dickinson's failure in her new role of life. One is tempted to exclaim as did Gail Hamilton over Mrs. Browning's great poem, "If Aurora Leigh is a woman's failure, what would a woman's success be?" If Miss Dickinson is a failure then let womanhood fail, assured it will be grander than any so-called triumph. There is no such word as fail in the life volume of Miss Dickinson. The elements that insure success in one line command it in others. Miss Dickinson has faith and persistence. She has high dramatic power. Her slight crudities as an actress, some deficiencies perchance of stage technicalities, are as nothing, lost in the brilliant power, the wonderful genius, the thrilling magnetism, she brings to the drama. The stage can never give to her the lustre she brings to it. Is that burning eloquence on which millions have hung entranced, to whose magnetic influence a world has vibrated, that power which has, like the prophets of old, wrought upon the nation—is this a slight thing to bring to the stage? Is the true, pure life of a pure woman nothing to consecrate to the dramatic profession? Never was this calling so honored, so exalted, as by attracting to itself such a woman as Anna Dickinson. Other actresses have been noble and great, but never before has one turned from the brightest place of another profession, as has Miss Dickinson. Other actresses have only gained their fame in the drama. She came to it crowned with laurels of another field, bringing to it triumphs yet unwon. In her play, "The Crown of Thorns," she has given to the world a great literary as well as a great dramatic production. She dramatizes her ideal woman, strong, and true, and noble,

and sweet, tender and pure. She personates her with her own peculiarly thrilling power, and by her own wonderful magnetism of genius forever stamps its image on all who hear her. She is a child of this Republic. With the inspired prophesy of a sybil she came to the people with wise counsel, with unfaltering cheer. She has labored for humanity. She has labored unselfishly and devotedly for woman. By her own pure life, her exalted genius, her lyric inspirations, she elevates and inspires the world. And is this a failure?

Teachers always help each other. Is one of their number in want of a position? Every acquaintance he has in the profession will immediately bestir himself, by active inquiry and correspondence, to assist him to a vacancy. Is a fellow pedagogue short of funds? His associates of the profession do not wait to be asked, but freely, gladly is the timely assistance offered. Can the records of any other profession show such generosity of feeling, such kindly motive and cheerful encouragement?

There is one phase of George Eliot's philosophy of especial value in every day life—that is to compel ourselves to do right, whether we feel like it or not. Instead of our simply doing what we are impelled to do, she says:

"Our deeds determine us as much as we determine our deeds, and until we know what has been the peculiar combination of outward with inward facts which constitute a man's critical actions, it will be better not to think ourselves wise about his character."

There is a world of life philosophy here. Compel yourself to obey reason and conscience, and inclination will learn to adjust itself, for, truly, "Our deeds determine us as much as we determine our deeds."

Next to the people who are always offering advice, the weakest are those who are continually seeking it. Depend upon it, if there is not a fixed centre in your own nature, a psychological metometer, as it were, to indicate your own course to you, it is useless to expect any success, propped up on the advice of your friends. "Only on strength of his own, unknown to us or to any, can a man rely," says Emerson, "and it is only as he turns his back on the world, and draws on this most private wisdom, that any good can come to him."

No one can determine for you your life power. Encouragement or discouragement cannot affect the soul serenely centred. Not till you are thus immovably centred can you solve the complex quadratic of your existence. Life will then be glorified. Natural days will catch a meaning from the supernatural. Lyric inspirations will rise within your soul, and mysterious voices call to you from the silence for evermore.

This school, under the fine supervision of Miss Fanny M. Bacon, is a

shining example of what a woman can do in school superintendency. The visitor recognizes an atmosphere of calm, clear method, earnest purpose and exalted aim, the moment he enters the Eliot. To great executive ability Miss Bacon joins fine and accurate scholarship, an intense personal magnetism, a rare tact and gentle consideration, endearing her alike to pupils and her corps of assistants, while her judicious and conscientious discharge of all the duties connected with her position, compels the unreserved confidence and respect of the patrons of the school, the Superintendent, and the Board of Education.

To every thoughtful girl comes a critical period when she awakens to a sudden consciousness of *womanhood*; when she realizes the conditions and incompleteness pardonable in the *girl*, are unpardonable in the *woman*. In some glorified vision she sees before her the woman she had dreamed, the woman she had intended and expected to become while yet

"Standing with reluctant feet  
Where the brook and river meet."

When the doors of girlhood forever close behind her, she will, unless a strong purpose is hers, lapse into an automatic womanhood. For just here lies the fallacy of woman's life—of woman's more than man's—that the woman feels when the gates of girlhood forever close the gates of divine possibilities close also, while the man only grows into a finer and higher culture as the years increase. Womanhood should be more beautiful, more replete with divine possibilities than girlhood. God always makes a way for the soul that is deeply in earnest. The possibilities for all grand success are diffused through the immensities, and she who is true to her best self will combine them with a grand triumph.

PLEASE to communicate freely with us on any and all topics of general public interest in connection with your schools, your difficulties—if you have any—your needs, defects of the school law, institutes, an increased interest, or the lack of interest, exhibitions, &c. Always glad to hear from school officers, teachers, pupils, and other friends of education.

ENCLOSE stamps to answer inquiries. We put less than a peck of *postal cards* into our waste basket every day, simply because we cannot afford to look up information and write it and pay postage for the privilege.

There is no disappointment we endure, so great as we are to ourselves.

Our hope is eternal as ourselves.

Fate and persistence are life's architects, while doubt and despair bury all under the ruins of any endeavor.

A poet may hold himself apart, or do things unworthy of his noblest self, but we think of him always at his best. The gift is not common, let us prize it.

## Course of Study—Country Schools.

BY SUPT. J. M. GREENWOOD.

AS chairman of the committee appointed to report on the subject named, I respectfully submit the following:

1. That the school system of this State should be a homogeneous and comprehensive system, embracing elementary, middle, and higher education, and to this end the educational departments ought to be so perfectly adapted to one another that by regular gradation the pupils pass through the elementary schools into the high schools or central schools, and from these schools into the normal schools and university without conditions.

2. The country schools of the State should have really, not nominally, the same course of study and programme of exercises in the common branches, admitting such variations only in the programme as may be absolutely necessary to accommodate those pupils pursuing the more advanced branches.

3. Owing to non-systematized work and effort, fifty per cent. of the entire school revenue is wasted in paying for aimless experimenting in the school room.

4. The country schools have been, and now are, systemless schools, each teacher being free to arrange his own course of study and programme of exercises, and deciding also what shall be taught, what slighted, and what omitted.

5. That the present school law ought to be so amended as to require the teacher of every school district to keep an "Annual Register," in which shall be recorded the name, age, date of admission, withdrawal, &c., of each pupil, and also his attendance during each term. It shall also be the duty of the teacher to keep an "Examination Record" in which shall be recorded the results of every examination as ascertained from class recitations and the monthly or term examinations. These records, in connection with the Daily Register which the teachers now keep, will show a continuous history of the school work of every pupil from the time he enters school till he leaves it.

6. It shall be the duty of the County Commissioner to see that every school district is supplied with the necessary blanks and registers.

7. To secure uniformity in the country schools of the State, the State Superintendent must have authority to require the County Commissioner of each county to furnish to the teachers of his county the course of study and daily programme as recommended by the State Superintendent, and it shall be the duty

of the teacher to report to the County Commissioner within three weeks after he enters upon his duties as teacher, what changes, if any, he was obliged to make in the programme to adapt it to his school; and it shall be the further duty of the County Commissioner to aid and assist the teachers in his county in securing uniform results.

8. At the close of each term the teacher shall make a report to the County Commissioner of Schools. This report shall show the total enrollment, designating between male and female, the average attendance, and the average daily attendance, and the percentage of attendance, and such other statistical information as may be necessary to make a complete and satisfactory report of the school; also the number of classes, and the total number of pupils in each class; and at the close of the school year it shall also be the duty of the County Commissioner to report the aforesaid items, aggregated, to the office of the State Superintendent.

## 9. Course of Study.\*

## 10. Programme.\*

The committee consisted of Superintendent Greenwood of Kansas City, President Baldwin of Kirksville, and Prof. Dickey of Carthage. The report was unanimously adopted by the State Teachers' Association at Jefferson City.

[We regret our inability to insert the well-digested Course of Study and Programme. Our readers can afford to wait a short time. In the mean time, copies will be sent by the committee to such as especially desire them.]—Eds.

## A GREAT MISTAKE.

SUPERINTENDENT NEELY, in his twelfth annual report to the St. Joseph Board of Public Schools, sets forth in very plain language the injury done the public schools of that flourishing city by the provisions of the new constitution relating to taxation for school purposes.

What he says is applicable to every city and school district in the State, and we republish it and bespeak for it the earnest consideration of our legislators and all interested in the improvement and progress of our schools, and the welfare of our State.

"Heretofore the schools (of St. Joseph) have always been in session ten months in the year. The clause in the new constitution restricting the tax levy of the board to four mills, renders a curtailment of the school session inevitable. Until relief can be obtained in some way from the injurious effects of that clause in the constitution, the efficiency of the schools will be greatly weakened and their usefulness impaired. Not only here, but in every city and school district throughout the State, except perhaps St. Louis, where they have a

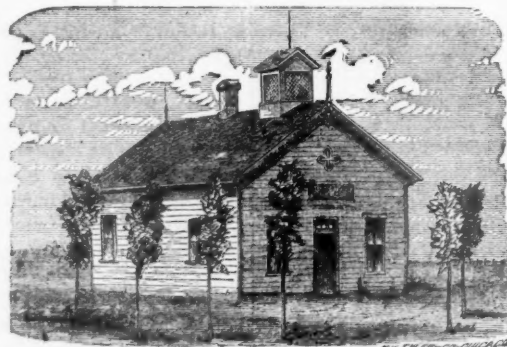
large and increasing income from lands donated in 1812 by the General Government. This reduction of the school tax must have a most disastrous effect upon the public schools, and, unless very soon repealed, will retard the cause of popular education in Missouri for long years to come.

This is a matter which deeply concerns our own citizens, for a blow struck at the public school system is emphatically a blow struck at one of the best interests of St. Joseph. Large numbers of our present population who have come here within the last five or six years, were decided in their choice of a permanent location when looking around for a new home, by the advantages afforded here for the education of their children.

If our schools in the future are to be run on short time and their efficiency to be otherwise impaired, parents will seek other localities where they can educate their children in

schools free from the blight of the unwise legislation which has so seriously injured the educational interests of this city and State. If our public schools become poor and inefficient, our city must retrograde in population, in wealth and all her other great material interests. It behooves the friends of popular education then here and all over the State to be up and moving, and to work in concert and in earnest to secure an amendment to the constitution which shall give school boards the power to levy a tax sufficient to maintain the schools efficiently for the requisite length of time. The reduction in the school tax was a great mistake, and the sooner it is remedied the better it will be for this city and the State.

I am confident that an amendment to the constitution restoring the tax for school purposes to a reasonable rate, would meet the hearty approval of the citizens of Missouri."



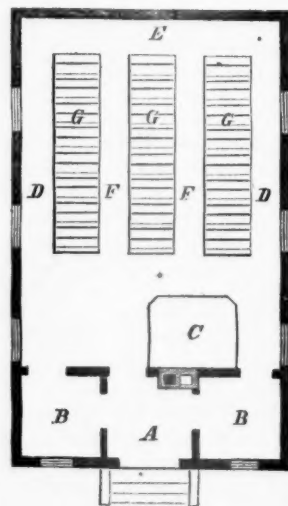
A CHEAP SCHOOL HOUSE FOR A COUNTRY DISTRICT.

(Cost from \$800 to \$1,000).

The call for improved plans for school houses in the country districts is increasing all the time, and is one of the most encouraging and hopeful features of an improved condition of our people, and of the interest felt in giving their children better facilities for a common school education.

We are glad to be able to respond to these calls, and cheerfully furnish the information sought for and the plans desired.

The above cut, with the ground plan, represents a single room, neighborhood school house, 24 by 36 feet and 14 feet clear in height. Three rows of the "Patent Gothic Desks and Seats" can be put in, or three rows of a cheaper style, "The Granger Combination Desks and Seats," with the three back seats to start the rows with, seating forty-eight pupils, all that one teacher ought to have the care of. This will give room for a recitation seat and a platform for a teacher's desk, beside a small entry. This house ought to be built and furnished with seats and desks, blackboards, made of Holbrooks liquid slating, the best, all round the room, maps, charts, &c., for about \$1,000.



FLOOR PLAN

Of a house 22x34 feet, and the way of arranging the desks, &c.

A—Entrance and Hall, 6 by 6 ft.

B B—Wardrobes, 6 by 6 ft.

C—Teacher's platform, 6 by 5 ft.

D D—Side aisle, 3 ft. wide.

F F—Middle aisle, 2 1-2 ft. wide.

G G G—Desks and seats, 3 1-2 feet wide.



## ARKANSAS.

We find in the Prescott *Dispatch* some items of interest to those who are swelling the steady tide of intelligent, productive immigration which is now pouring into Arkansas over the short, quick, direct line of the "St. Louis, Iron Mountain and Southern Railroad."

Prescott is located in Nevada county, about 100 miles below Little Rock. About three-fourths of the lands of this county are open for settlement upon easy terms. The lands of the railroad company can be had upon a term of years, with interest at the rate of six per cent., the first payment being but the interest upon the total amount for one year. Other land can be bought upon five to six years time, and proportionately less rates given to cash buyers. The climate here is unequalled in any other southern locality. Schools are scattered everywhere. Conspicuous as an educational institution is the Prescott Academy, having eighty students under the able care of Prof. Ansley. Churches of various denominations are located in different portions of the town, comprising Presbyterian, Baptist and Methodist.

The Prescott *Dispatch* in a late issue, says of the AMERICAN JOURNAL OF EDUCATION: "The last number of this most excellent magazine has been received, and to say that we are pleased with it would not convey an idea of the delight we have experienced in reading its pages. It is devoted to the educational interests of the country, and should find its way into every household. Price \$1 60 per annum. Address J. B. Merwin, editor, St. Louis, Mo."

## ILLINOIS SCHOOLS.

THE report of the Superintendent of Public Instruction is now complete, and shows there are in the State 673,580 males and females who are entitled to admission to the public schools, and that of these, 687,446 are enrolled on the school list. The whole number of free schools in the State is 11,905, and there are only 94 school districts without schools. The number of teachers employed during the year was 22,121. There are 822 graded schools, 110 public high schools; pupils in private schools, 49,375; total number of those between 12 and 21 years of age unable to read and write, 5,508; total receipts of school funds during the year, \$9,948,769 73, of which \$4,945,193 87 was paid to teachers, and all of the remainder, except \$1,680,230 24, was paid for buildings, repairs, &c. The estimated value of school property is \$17,783,929 40. The amount of school district tax levied for the year was \$6,454,938 22, which does not include the State school tax of \$1,000,000 annually. These figures are for the year 1876, and by comparison with those of the preceding year show an improvement of the educational interests of the State in every particular.

## IOWA.

The committee of school officers in Dallas county recommend that the minimum school year be nine months; but where it is less, be divided as follows: if six months, it commence the first of November and continue during the six months, with only a short vacation during holidays. If the school year be seven months, that it be divided into two terms, the first five months commencing the first of November, and the second term include May and June. If eight months, the first term be 6 months, commencing the first of September, and the second close the last of June. If nine months, the first term be seven months, commencing the first of September, and the second include May and June. The report was adopted.

## THE KANSAS

STATE TEACHERS' ASSOCIATION met in Topeka, January 26, and continued in session three days. The opening address by the President, H. C. Spear of Junction City was a very thorough analysis of the wants of our common schools.

Wednesday and Thursday were devoted to the discussion of the Normal School question. 1st. The Functions of Normal Schools. 2d. The Necessity of Normal Schools. It was very ably and fully discussed in all its different phases.

There was no disagreement as to the necessity, but considerable difference of opinion as to their functions.

A series of resolutions was passed strongly urging that Normal Schools should be established, and that the Normal department in the State University should be continued.

Another step in advance was taken by the adoption of the following resolution in regard to *County Normal Institutes*:

1. That we recommend the adoption of a uniform system of county normal institutes, to be conducted by practical educators, and to continue in session not less than two weeks each year.

2. That to defray the expenses of each institute, that each applicant for a certificate shall be required, before being examined, to deposit with the county treasurer the sum of one dollar, and that each member of the institute be required to pay a fee of one dollar, and the County Commissioner shall be required to appropriate a sum equal to that secured from the two other sources, and these several sums shall be a county institute fund, to be drawn and expended by an appropriate committee to pay the salaries of institute conductors.

The Association was very largely attended, and proved to be one of the most successful meetings ever held.

**NORMAL SCHOOLS.**—Prof. John Wherrell, in his admirable address to the people of Kansas on the Normal School question, says:

"The principal objection urged against the distribution of Normal Schools in different localities by the State Legislature last winter, was

that they were liable to combine and control the State treasury. There is some truth in the argument, yet very little force in it, as a law, or if need be, an amendment to the constitution could be passed limiting each school to a maximum appropriation of eight thousand dollars per year. The great expense to the State was another strong objection made against so many Normal schools. According to the system advocated in this paper, if four Normal schools were established, the maximum appropriation for the four would only be \$32,000 per year. Then 1,200 teachers would receive training in these schools, who would act directly on the children in our district schools. This is a very small amount when we compare it with the appropriations made to sustain our higher educational institutions."

THE Atchison County Teachers' Institute, while in session at Effingham during the holidays, passed, among others, a resolution endorsing the *Kansas Journal of Education*. We return thanks for this kind expression by the teachers, and believe we shall make it to the interest of all to read and circulate the paper, which advocates more and better teaching, insuring better compensation, and a wiser and more productive and patriotic citizenship.

## Chase County.

The teachers of Chase county, Kansas, at the last session of the Institute recommended that the present Legislature pass a law requiring the appraisal of the normal school lands, and immediately placing them upon the market to be sold on time, principal payable any time not exceeding twenty years, with interest at ten per cent., payable annually.

Also, that the Legislature should be asked to pass a law to allow the county commissioners to apply not less than \$75 nor more than \$125 of the county funds to the benefit of a county institute; provided, that each appropriation shall be made only once each year.

## MISSOURI ASSOCIATIONS.

THE educators of Missouri held their annual meeting at Jefferson City during three days, closing on the evening of Dec. 28. Four conventions were in session: The State Teachers' Association, The County Commissioners, The State Superintendent, the Presidents of the State University and the State Normal Schools, and the State Association of Colored Teachers.

The work done by each body was eminently satisfactory, and the meeting is regarded the best of the kind ever held in the State.

The papers and addresses before the State Association were without exception, timely, practical and able; and the discussions were earnest and pointed.

The measures unanimously urged are the following: (1) The unitizing

of the educational work of the State. (2) The making of the minimum school term six months instead of three months annually. (3) Provisions for thorough county supervision. (4) Sustaining the State Normal Schools.

The County Commissioners devoted their energies to devising plans to secure efficient county supervision.

The State Superintendent and the presidents of the State schools agreed on a plan by which the State Normals will be connected with the Department of Education and the State University. Candidates for graduation will be examined and their diplomas signed by the State Superintendent, the President of the University, and the Presidents of the several Normal Schools.

The Colored Association showed much enthusiasm and good sense. The addresses of Pres't Lawes and Judge Krekel were well received.

It was decided to hold the next session of these several conventions at Sedalia, on the 26th, 27th, and 28th of June, 1877.

W. A. Terrill, President of Hardin College, Mexico, was elected President, and Prof. C. H. Dutcher of Kirksville, Treasurer.

President Terrill informs us that he will publish the programme for the Sedalia meeting at an early day.

## Ray County.

W. S. Tompkins, County Commissioner of Ray county, writes as follows:

I have been at work in this county for eight years, and I am safe in saying that the schools of this county were never in a better condition. Our teachers are young, enthusiastic, and have their hearts in the work. Those trained in normal schools render us invaluable aid. We sustain county and township institutes.

Our representative, Hon. J. L. Harris, will do good service for popular education. He will give all his influence to sustain the normal schools, establish county supervision, and make the minimum school term six months.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N.B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent. The subscription price, including postage, which must be prepaid, is \$1 60 a year.

Be thine own palace, or the world is thy jail.



J. B. MERWIN ..... EDITOR.

ST. LOUIS, FEBRUARY, 1877.

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## THE TEACHER'S POSITION.

WE have nowhere seen the place, and position, and worth, and wealth of the teacher's work more clearly set forth than in the following passage from Hon. H. C. Brockmeyer's argument on "The Right and Power of the State to tax the Property of the State to Maintain Public Schools."

He says: "If culture is the end of life, then education is the art which teaches man how to cultivate himself. For it may be said, in passing, that an education may be conferred upon man, as it may be even on brutes, but culture must be acquired by the individual. But while culture must be acquired, it is conditioned by education. The latter provides the implements of human culture by conferring a mastery over the "technique" in which the products of culture have been handed down from former ages, and in which the new additions of the present are handed down to future generations. This "technique" is conventional and arbitrary, and therefore accessible to the individual only through an individual—a teacher. The answer, therefore, to the question, how shall a citizen enter into a conscious relation to the just, so that he may be governed by the just from within, is contained in the single phrase, "through culture." But this is conditioned by education. Hence, if the very existence of the republic depends upon a majority of the citizens being governed by the just from within, that is, being self-governed, and the possibility of this depends upon culture, and culture depends upon education—the act of self-culture—then the very existence of the republic depends upon education; a conclusion fully understood and realized by the founders of the republic one hundred years ago.

But education is only a condition precedent to culture, it is not culture itself, it is only the possibility of cul-

ture. It confers a mastery over the technique of human intelligence. This technique, conventional and inaccessible to the individual except through the intervention of a teacher, is nevertheless the common element which holds, as it were, in solution the entire consciousness of the whole human race.

A mastery over this technique elevates the individual above the four physical elements into this, the fifth, the spiritual element of his existence. By it he is declared of age, and entering upon his majority he enters into the vast and glorious inheritance bequeathed to him by the race for his spiritual sustenance. But the peculiarity that requires our attention here is, that this technique is common—common to all the many forms under which the products of human intelligence present themselves; and as such it is the proper content of education in the strict sense in which that term is here employed. This is the education of the common school—common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and finally common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all; it excludes none. All are potential citizens of the republic, and in this character alone are they known to the republic. From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible, through which alone self-government is achieved. It excludes none."

## "UNMITIGATED TYRANNY."

HON. H. C. BROCKMEYER, the present Lieutenant Governor of Missouri, in his masterly argument on "The Right and Power of the State to tax the Property of the State to Maintain Public Schools," says: "Nothing could be more absurd than to demand obedience to a law, a knowledge of which was not first rendered possible to him of whom obedience is demanded; and the enforcement of obedience under such circumstances is *unmitigated tyranny*."

Thus we find the exercise of one of the essential functions of our government impossible, without some provision by which it is rendered possible for each and every citizen to acquire the art of reading and understanding the law that governs him. The same purpose, therefore, which created the function, and rendered its exercise imperative, also demands that this provision should be made.

In using the expression just now—"the law that governs him"—another side of this subject arises before my mind. And that is, that obedience to the law is not all that the State demands of its citizens. This indeed, is but the humblest demand. And,

if we recognize it as incumbent upon the State that, before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen should *make the law*?

More than this, the citizen must not only be able to make the law, and obey the law, he must not only do this, but he must also be a law unto others—the law in its universality. But this requires that he should know the law, not merely as the law of the land, but as his law—as the law of his existence—as the eternal truth of that existence. It is only this knowledge of the law riveted upon his innermost conviction by a clear perception of its universal application, that strips the law of its externality to him that makes it his own, and it is only when he stands in this relation to it that it can be said of him that he is governed by the god-like—by the just from within. And is it not obvious that unless a majority of the citizens of a republic stand in this relation to the law, that such a form of government is the greatest absurdity that can be announced? From whom is the law to be derived, if not from them, and how is it to be derived from them if it is not within them?"

## THE BOND OF CONNECTION.

CHANCELLOR HAVEN, of Syracuse University, N. Y., writes to the *New England Journal of Education*, for January, as follows:

"If the principle which we have laid down is correct, all can see the bond of connection between colleges and our public schools of every grade. They are all engaged largely in one work—to make the most of manhood. Not simply to pile up an objective mass of information, but to give to their pupils power to create and power to employ."

In Iowa, West Des Moines, the superintendent speaks of the high school as follows:

"Its influence is by no means confined to those who are members of it. This influence is felt in all the lower grades as a kind of magnetic force, drawing all towards its elevation. The high school boy or girl is looked upon by those of lower grades as possessed of enviable advantages, and even the child of the primary school looks longingly forward to the time when he shall progress the same. He is thus incited to more patient and more persistent efforts to advance."

Rev. George Thacher, President of Iowa State University, in his paper on the unification of the school system, at the meeting of the State Teachers' Association, December 29, 1875, states:

"Of all the high schools of the State, there are only 15 which make any pretence of teaching the studies necessary for the University Fresh-

man class, and there is no evidence that even those few give sufficient attention to them to enable the pupils to make adequate preparation for that class."

In Hartford, Conn., the acting school visitor says, in the State report, in regard to their high school, "it occupies among the other schools, much the same position that a governor does in a steam engine, giving steadiness, precision, and efficiency both to the power applied and the machinery by which this produces its effects"; that "in all the schools, the teachers and scholars keep it constantly in view, and regulate the standard of scholarship, as well as many other things, by that which governs at the high school;" and that "its numbers are constantly increasing, this year showing larger accessions than ever before. Fifteen instructors, 450 pupils, of whom 100 are preparing for a classical course in college."

Fellow citizens, do you not think the citizens of old Hartford and vicinity see "the bond of connection?"

Go and traverse Ohio—examine the 450 public high schools, with their 11,280 boys and 12,932 girls in attendance—a total of 24,212. Ponder the fact that over 10,000 of these are from 16 years of age to 21.

Fellow tax-payer, do you not think the tax-payers of Ohio are clear-headed, keen-witted men, and from ample experience they deeply realize "the bond of connection." No half-way work there!

In Massachusetts, Boston has nine day high schools, with 81 teachers, and an average attendance of 2,091 pupils. Whole number of high schools in the State as reported by Mr. Phipps, 1873-4, is 209. "Not only can a most excellent English education be obtained in them, equal, and sometimes superior, to that obtained in many so-called colleges, but from many of these schools young men go to college with as thorough a preparation as the best academies can give."

Dear reader, you may be a trustee or member of a school board, and not informed as to the bond of connection between higher and lower schools. If you want more facts as above, we will gladly give you any quantity.

Or, you may be a discouraged school-teacher. Very well, think of other schools and your place in the grand whole, and of the openings for your talent, and zeal, and skill in the higher fields. Take fresh courage, for "no man liveth to himself alone." Far, immeasurably far above all "bond of connection" in secular relations, remember the boundless future. "Be not weary in well-doing." The highest depend on the lowest. The common schools are the great feeders of all the higher grades of education, and of our common citizenship, on which the future of America depends.

Let us arm and equip ourselves for the work!



## WHAT IT WILL DO.

HON. H. C. BROCKMEYER tells us not only how the teacher makes all culture possible, but he tells us too what the *public school* will do. He says the public school teaches what is common to all culture. The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

WELCOME to gods and men is the self-helping person. For him all doors are flung open, him all tongues greet, all eyes follow with desire.

## AT WASHINGTON UNIVERSITY.

EVERY great institution of learning is a fountain of mental and moral good for the community in which it is located. The presence of a learned body of men, such as constitute a university faculty—men of fine, rich culture, generous, uplifting thought, noble, earnest purpose, and grandeur of soul—is, of itself, a sanative blessing.

Washington University holds a very high place among institutions of learning. Rev. Dr. Eliot, the President and Chancellor, aims to offer here educational advantages equal to any in Europe. Dr. Eliot is one of the strongest powers in the advancement of St. Louis. In his rich culture, mature experience and rare erudition, he is one to inspire in all who come within his influence, a lofty purpose, a higher ideal of the nobility of manhood or womanhood.

"The task is his to mould and fashion  
Life's plastic newness into grace;  
To make the boyish heart heroic,  
And light with thought the maiden's face."

And how that task is fulfilled, let those answer whose lives he has touched to fine issues, to grandest aims.

Prof. Woodward, the Dean of the University, impresses all with the earnestness of a noble manhood.

Every Saturday afternoon, Professor Woodward, ably seconded by Prof. Ives, is doing a work in art culture that will tell upon the age. Prof. Ives is an artist who consecrates to his art the utmost devotion of a life. He is ably assisted by Mr. Guthers, an artist of rare talent, whose paintings, "Sappho," "Spring," and others, have attracted much attention. Prof. Ives gives the foundations of art culture alike to all: then as the pupil evinces a practical or æsthetic taste, he leads him to mechanical draughts or into the ideal world of beauty—to the "consecration and the poet's dream."

Prof. Hosmer is this winter giving a course of lectures on German Literature, which are very fine.

In its course of study and eminent corps of professors, Washington University offers superior educational advantages.

## ABOUT THIRTY SUBSCRIBERS.

IT is a little singular that four letters received the same day from County Superintendents, all of them sending the first installment of a list of subscribers to this journal, with the cash in advance, say: "We shall send you about thirty names from this county, easily."

This will insure, according to the best estimates, about *three hundred* constant readers, and we can therefore count on a constituency of about three hundred intelligent, earnest, enthusiastic friends of good schools in each county where this number of readers can be secured.

This is beginning at the right point and working in the right way.

The people need to be better posted on the work our teachers and school officers are doing, and the *necessity* for this work as well.

The circulation and reading of thirty copies of this journal in each county, each month, will go far towards correcting false impressions created by the small politicians, who talk of "high taxes" and the "cost of schools." They say nothing of the cost of vice and crime, which the industrious and frugal and intelligent are taxed to pay. Hence our teachers and school officers will find it a paying investment to circulate such facts among the people as bear directly upon the question of the *necessity* for sustaining good schools.

About thirty subscribers in each county will do this—and they can be very easily obtained.

## "A SMUTCH."

LIEUT. GOV. BROCKMEYER, in closing his argument on "The Right and Power of the State to tax the Property of the State to Maintain Public Schools," tells how the question was solved by those who did not believe in any such right.

Some of our people who think the expense of our public school system too great, may find consolation in this part of the argument, and so we

reproduce it. Our old subscribers will remember that we published it complete in the columns of this journal a few years ago, and such was the demand for it that we put it into a permanent form as one of the series of "Educational Documents."

Mr. Brockmeyer in conclusion said "that they who think the public schools are doing too much, and the expense of maintaining them is too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property, has for its final result *zero*. Nationally, this question was solved and demonstrated by our predecessors—the predecessors of this State—the aborigines. They lived to make a living. The end of their life was not *culture*, but to live. They wasted no precious property upon education to render culture possible. *They paid no school-tax*. They vested nothing—noting but the smutch of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smutch.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man."

We hope the present and succeeding legislatures will give us the means to render the *culture* of every citizen possible—that he may not only obey law, but be able to *make* law, and so leave to posterity not a "smutch," but a monument worthy a great people and a great age.

## A WORD ON GEOGRAPHY.

THERE are many sayings which have been so often repeated that no one, unless a very hardy person, ever ventures to contradict or even to question them, and among them may perhaps be counted the statement that the fact that one was born in a certain country, renders all information about that country of more importance to him than information on any other country. The statement is not usually made in this form, but crops out in many questions and in many unchallenged processes in education.

For instance, we talk of going to Europe. A friend asks, "Have you seen the Yo Semite valley?" Now it may be remarked, perhaps, that his question has about the same relevancy to our statement that the answer of Poe's raven had to Poe's question, or that the answers in a foreign phrase-book have to the questions therein. "I am going to walk," says one sentence in one's phrase-book, and the question immediately follows: "Have you a large canoe?" However, when our friend triumphantly asks, "Have you seen the Yo Semite?" we say "no" with an already incipient consciousness of wrong-doing. The reply at once comes, "I think you ought to see your own country before seeing oth-

ers"—and we penitently listen, acknowledge the truth of his statement, sell our steamer ticket at a ruinous discount, and go nowhere, because we cannot afford the trip to the Yo Semite.

This is perhaps putting the case as strongly as it can be put, but really, if we dared to say the truth, we should ask, "Why ought the fact that we had the good or bad fortune to be born in North America render it necessary for us to exhaust this continent before seeing either Europe, Asia, Africa or Australia? Are not the Himalaya better worth seeing than the Catskill, and the Euphrates than the Sangamon? Must we visit Indianapolis before we can be allowed with any peace of conscience to see St. Petersburg, or Paris, or even Yeddo?"

By parity of reasoning we ought, unless there be a favoring canal cut to sever us from South America, never cross the Atlantic till we had exhausted that grand division also, for were we not born on the same piece of land?

Grown bolder with the courage inspired by our previous temerity in venturing to suggest the possibility of an error in this frequent statement, we ask: "What makes it worth while for us to see or know anything?" And we also dare to affirm that it is not proximity to ourselves, though the idea that it was, might possibly be flattering to our self-appreciation.

This line of thought will bear an application to the work of geography in our schools. We ask whether the geography of the United States be not given a disproportionate share of time in our text books and our instruction? Granted that some facts in geography are more important than others, by what standard shall we measure their relative importance, and by what shall we teach our pupils to measure it? What is our guiding thread in teaching it? Has it not been so far, too much the narrow national one, and do we not by this habit tend to foster in the pupils the proverbial boastful character of the average American?

It seems sometimes to us that all our text books in geography need a very careful revision with this point in mind.

We listened once in a normal school to a recitation in geography where the pupils were carefully tracing on the board the course of the Rhine, and marking off along its whole way every town on its banks, giving from memory the latitude and longitude of each in degrees and minutes, and we thought of "mint and anise and cummin," and feared for the fate of the "weightier matters of the law." And in how many American schools to-day are the pupils not proud when they can recite in order all the branches of the Mississippi, however unimportant?

Let us have talent, genius, and all other good mental qualities and powers, but above all, first of all, and in spite of all, let us have common sense.

## IT HELPS THE TEACHER.

I. H. B., who is a teacher and school officer of large experience and ripe scholarship, sends us two articles, and he must have his "say."

We have "Quaker" blood in our veins, and we have some native modesty left, too, but I. H. B. is older than we are, and if he had drawn it a little milder, we should not have objected in the least.

I. H. B. says: "We want every teacher, male and female, old and young, public and private, in the United States, to know that you have done more by your lectures among the people, and through the pages of the JOURNAL, for the teachers and schools of the West and South, than any man living or dead, and we not only see this fact, but we want to acknowledge it, and give it publicity, too." &c., &c., &c.

We certainly are very grateful to our friends for their strong words of appreciation, and we are willing up to a certain point to let these "older brethren" say their say—only let us give others and all their just due, and not be carried beyond proper limits, lest those who may be strangers should ask hard questions.

I. H. B. gives the most substantial proof of his sincerity by sending in, week after week, lists of subscribers, who not only pay in advance, but who induce others to do like-wise.

## SUCCESSFUL RESULTS.

Editors Journal:

EMERSON exhorts us to believe that every word spoken on the round earth which one ought to hear, will vibrate on his ear, and by way of obedience to this philosophy, I would like to tell you a few words I heard spoken of the JOURNAL. You know, Messrs. Editors, some very good people in the world will come to you with—"a very painful duty to perform," &c.—they have heard "some very unpleasant things of you," and of course feel it their duty to inform you! I cannot ask to be numbered with this "noble army of martyrs," for it is my most agreeable duty to inform you of some charmingly appreciative things said of the JOURNAL. It was not only the good things said, discriminating and encouraging as they were, but the good source from which they came.

It was my happy fortune last week to visit the Clay School, under the able supervision of Prof. J. S. Stephenson, and the time passed there was too pleasant, too instructive, to fail of noting it. Prof. Stephenson is one of those educators whose touch is so fine, whose tact so delicate and intuitive, whose work so unobtrusive in its earnestness, so full of practical enduring good in its results, that its lessons should be carefully studied. Teaching is a very definite and practical work, and Mr. Stephenson, while giving due respect to all that higher culture that elevates the teacher in elevating the individual, yet makes the real work before him the one ob-

ject. "If a teacher can pursue higher literature and art, and still do genuine work in the school room," said he, "it is all well, but her first duty is to do true, real work in her profession. And this," he added, "is what the careful reading of the AMERICAN JOURNAL OF EDUCATION assists the teacher to do. It is not a mere fine, but abstract idea of higher education, but after reading it the teacher goes to her room and gives a better method of drill in reading; she teaches that class in arithmetic with a new clearness and vigor. The discipline is more effective, for she has that actual foundation of practical knowledge that insures successful results."

This remark of Mr. Stephenson embodies the universal experience of the readers of the JOURNAL. It is to the teacher as the markets or stock reports to the merchant—a *sine qua non* to the work at hand. E. L. W.

St. Louis, Jan. 8, 1877.

**LIFELONG DEFORMITY.**—As showing the practical side, and tendency of our new ally in education in the West, the *Educational Weekly*, we clip the following item from its first issue:

"The newspapers of South Bend, Ind., report the lamentable case of a little girl of eight years, in the public school of that city, who has contracted curvature of the spine, from sitting upon a seat too high to allow her feet to rest upon the floor, unless she sat upon its extreme edge, and then she was not allowed to violate a general rule forbidding pupils to lean upon the desks in front of them. The result, after hours and days of discomfort, amounting often, no doubt, to keen suffering, is lifelong deformity and disease. The case is a sad one, and a tremendous responsibility for it rests somewhere. We trust the careless age will soon be past when children, in the schools of country or town, can be hung by the middle, resting in mid-air, like Mahomet's coffin—or rather as Mahomet's coffin is represented to be—between heaven and earth."

**THE BEST PAPER.**—A County Superintendent, writing from Tennessee under date of Jan. 22, says: "The universal testimony of the leading educators in this State, is that the *American Journal of Education* is the best paper for teachers and school officers that is published. We have tried them all, and the *Journal* is the most helpful and practical."

He only is advancing in life whose head is growing clearer, whose heart is growing warmer, whose spirit is entering into the living peace.

Night must it be ere Friedland's star will beam.

He that loveth maketh his own the grandeur that he loves.

—Missing numbers are always resented, or the address changed upon request.

**THE RIGHT KING.**—The *Educational Weekly*, of which the teachers of the West ought to circulate, for their own prosperity, 50,000 copies, says in its first issue, "that the press must raise its clarion voice, and arouse the people to the dangers that menace us. The question is not so much what candidate shall be elected President, as how shall he be elected and by whom? Shall ignorant ballots or intelligent ballots dominate the destinies of a free people? Shall the vicious classes or the virtuous classes rule? We must first determine the character of the voters, and they will inevitably determine the character of the candidate. A truly intelligent and virtuous people can neither be enslaved nor long deceived. Hence, we must educate every citizen up to the plane of his rights and duties. This is the mighty problem now before the American people for solution. The means of education must not only be vastly extended but the quality must be vastly improved, and that speedily, if we would escape from the dangers that threaten us."

## WHAT NOT TO TEACH.

THE branches that should not be taught in country schools are quite as important a consideration as those which should be insisted upon. With an inexperienced but ambitious teacher, there is danger of attempting more than can be well understood or performed by the pupils. The teacher may have a partiality for the classics and be ardent in imparting the rich results of his learned studies. Accordingly the more aspiring pupils commence Latin or Greek, and other studies of vital importance to them at this time, are neglected, to the injury of themselves, and in its reflex influence, of the whole school. The teacher feels less interest and devotes less time than heretofore to the ordinary recitations, pupils become discouraged, and the community feel that their school is not what it should be. In every school there should be a thus far and no farther to the studies taught—a definite aim, and fixed range of work. Studies within this limit should be thoroughly taught, good, true, genuine work done, and not be crowded out or slighted by introducing branches which have properly no place among them. The standard may seem low at first, but let every step taken count one in the upward flight. A wise builder begins carefully at the foundation, though it is by no means desirable to end there.

"Nothing useless is, or low,  
Each thing in its place is best,  
And what seems but idle show  
Strengthens and supports the rest.

Build to-day, then, strong and sure,  
With a firm and ample base;  
And ascending and secure  
Shall to-morrow find its place."

Anything man can do may be divinely done.

What one does he has.

## SENSIBLE.

THE teachers in a number of States have held their annual meetings since our last issue, and the proceedings as reported show a large advance in the practical suggestions made.

The action of the teachers of Missouri we hope will command the attention of the Legislature.

We present the resolutions adopted:

## RESOLUTIONS.

Whereas, we believe the present limit of taxation for school purposes to be exceedingly detrimental to the cause of education, producing great and unnecessary inconvenience in many parts of the State, and virtually depriving others of all benefits of the public school system, and

Whereas, the different Normal schools, in providing a body of trained teachers, are indispensable to the welfare and ultimate success of our public school system,

Resolved, That we call the attention of the General Assembly of the State to these facts, and recommend:

1. That there be submitted to a vote of the people an amendment to the constitution, changing the limit of taxation for school purposes from four to seven mills.

2. The passage of a law providing for the appointment in each county of a superintendent, who shall devote his whole time to the interests of the schools, and shall receive a reasonable compensation for his services.

3. That the Normal schools already established should be liberally sustained, as heretofore, and that, as soon as our financial condition will permit, a Normal school be established in the Northwest and one in the Southwest.

4. That the proceeds of the examination of teachers in each and every county be set apart by the Legislature and appropriated to defray the expenses of the conduct of a Normal or Teachers' Institute in the several counties, for at least four weeks during each year, and that the teachers be required to attend.

Resolved, That this Association recognize the value of the National Bureau of Education, and urge upon teachers and school officers the importance of co-operating with the Commissioner General in collecting and diffusing educational information.

**HOW VS. WHAT TO TEACH.**—The Normal Schools ably give the *how* to teach, but the *what* to apportion must be gained by the High Schools and the Universities. These must forge the implements that the Normal training enables us to use. You may know how to sew after the most approved fashion, but without thread and fabric the knowledge would be of little use. Teachers, be sure of plenty of material—be brim-full of your subject and then use your Normal methods. But at all events have something to teach, then study the best means of presenting it.

The life of any great soul is made up of conflict with conditions.



## The Children's Page.

CONDUCTED BY LILIAN WHITING.

Every hour that fleets so slowly  
Has its task to do, or bear,  
Luminous the crown, and holy,  
If thou set each gem with care.

### A Fox Hunt.

Those "little foxes" again! Yesterday I thought our school room would be transformed into a perfect menagerie. The spirit of unrest seemed to have taken possession of each pupil. There was a careless moving of feet, a careless handling of books, and a constant dropping of pencils. Here the little foxes were right in our school room, though you could not see them under the seats or in the corners, but they are here in great numbers. Now let us go on a fox hunt. I will point out the rogues and you shall slay them, not sparing one of them. Their names are Carelessness, Idleness, and Disorder. We must entrap them or they will make us serious trouble. Don't wait for me to capture them, my dear boys, you know I was to point them out, and you to show them no mercy.

This morning I stepped out of the room a minute, and when I came back I saw a quick movement, as though you were trying to cover up a little guilt with a great show of innocence, and I knew that a little fox had entered during my absence, and that his name was Dishonor. If I had been here and he had attempted an attack, you would boldly have driven him away. Had you not the courage to do so when I was not looking on?

Just before recess I saw you communicating with your neighbor, and having a little fun in a quiet way. When I asked you to explain you said it was only a little error. That is true my boy, but it is the little foxes that spoil the vines. You came to the class this last hour with only a partial preparation, did yourself little credit, and seemed to think your teacher unreasonable that she would not be satisfied with a half learned lesson, while she was trying to hunt down a little fox named Indifference.

To-day you were reproved for something, and tried to shelter yourself by saying you were no more to blame than the other boys. I think the fox that came out then was Meanness.

Yesterday when you thought I was not observing you, and you feared your lessons were not perfect, did you not slyly peep into the book? I was quite sure then I caught a glimpse of the most dangerous little fox of all—Dishonesty.

Now my dear little pupils, I want you to realize how entirely the little foxes will destroy all the tender grapes. These are the good resolutions in your hearts. You are good boys in the main; you have a great many desires and some settled purpose to do right, and to shun everything mean and low, but these are tender grapes, and the little foxes, if

you let them into your hearts, will destroy every one. The only right and manly thing is to drive them all out. Build around your hearts a high wall of virtue, and let the only entrances be through the gates of Honesty, Nobleness, Purity, and Honor. The little foxes will never find these passages.

### Willie's Words.

Another letter so nice the little readers of the "Children's Page" must all see it. Little Willie, whose mamma is an able superintendent of public instruction in Kansas, writes us these pleasant words:

Dear Sister Lillian:

I saw a letter on the "Children's Page," written by a little girl only five year old, and I thought I would write to you too. We had vacation! it is over now. I had a good time playing in vacation, but now I go to school. I read in the third reader. I was at the Centennial with mamma. There were many funny things and beautiful things, some from everywhere. Next time I will tell you some of the things I saw there.

Your friend,

WILLIE SHARON.

MARIAN CENTRE, Kansas, Jan., 1877.

Yes, dear little Willie, do write and tell us all about the "funny things and beautiful things" that you saw. Did you meet Budge at the Centennial?

### A Sister's Lesson.

You are growing, dear, to be a man,  
But not all of those who walk abroad  
In the human form, can stand erect  
In the perfect image of their God.

There are some, my dear, who aim too low,  
Never try to find or use their wings,  
Tho' their lives may not be quite in vain  
Yet they never rise to noble things.

Others—let me name them very low—  
Never seem to care to walk upright,  
Choose the path that leads to sin and death,  
Loving darkness more than heaven's sweet light.

But, my dear, you must not be like these.  
Act in life more worthily your part,  
Let your noble manhood only be  
Equaled by the kindness of your heart.

Hold your life most precious since it brings  
Time for thought and action pure and high,  
With such courage ever in your heart  
That for right, if need be you could die.

Boldly conquer every obstacle,  
Never fearing want, or wrong, or harm,  
When the skies look dark above your head  
Put your trust in God and your right arm.

Stand up nobly for the right tho' all  
May be shouting loudly for the wrong,  
Let no thought of favor to be won  
Tempt your heart to falsehood's siren song.

Bravely battle to protect the weak,  
Price true worth as greater far than gold,  
You shall be a braver knight than we

Used to read of, love, in tales of old.

But with all the duty that you owe  
To your brother, try and ne'er forget  
There is One above you who demands  
From your life a purer service yet.

Thus of God and man you'll stand approved.

One more blessing, too, dear,—can you guess?  
You shall feel that for yourself alone  
You are worthy of a noble woman's  
"yes."

WHAT IS BETTER?—Teachers work hard it is true. But the very work is such a blessing. It is elevating, ennobling. It is a keen intellectual tonic. Life may be narrow sometimes, but it can always be high if we ourselves will be so. If it seem poor and spiritless, it is because we are so. Any art requires the utmost devotion of a life to secure its highest rewards. No grand aim is lightly attained, no high ideal can be lightly held, and she who loseth her life in her earnest work, shall find, for the very work's sake, a finer and higher life than she had dreamed.

"EARNESTNESS and goodness," says Dr. Snyder, an eminent divine of St. Louis, "come from the same word in the original Greek, and I cannot doubt them to be almost synonymous." What thought here for teachers. *Be earnest* in your work. Genuine, earnest labor is goodness, it is Christianity perfected, and as the efforts are earnest, so is the reward eternal.

"CLEARNESS, precision, and adequacy, are the three virtues of a good definition," says Prof. Snow of Washington University, St. Louis. The Professor, by the way, has a habit of dropping gems of thought in his class-room, with a seeming unconsciousness of the avidity with which they are grasped and treasured up in the mental storehouses of his pupils.

THE NEAREST DUTY.—The Rev. Dr. Snyder of the Church of the Messiah, St. Louis, gave in his first service of the new year, thoughts that should be presented to every one. "Do not," he said "stake out for the new, untried year, grand but impracticable fields of labor, but, in the words of Carlyle, whose works hold in solution the wisdom of the grand old master-spirit, Goethe, 'Do the duty that lies nearest thee.' It may be only a very simple one—the washing of a dish, the speaking a word of kindness or encouragement, but whatever God has given you to do, do that first, and trust Him for the results."

Teachers, let us bear this in mind. Let us do the duty that lies nearest, perform earnestly every detail of the grand whole, till the fair pattern of life at last shall show only complete threads of faithful effort, with a golden filling of generous deeds and noble aims.

Spiritual greatness is the heavenly voices within us.

THE kindergarten experiment in St. Louis is a success. There are twenty-six established, with an average attendance of fifty pupils each.

During the century just completed, Shakespeare has become pre-eminent—ly a German study.

MERE MENTION.—It is gratifying to feel that our young friends take an interest in the "Children's Page." Miss Clara M. Dunn of Moline, Ill., writes us so pleasant a letter that, though not designed for publication, we are tempted to give it to our readers, and, best of all, she promises us soon something written expressly for these columns. Miss Clara has had a habit of "dropping into poetry" since her infancy—not a very remote date—a habit for which she is not at all to blame, for she is the daughter of the gifted writer, Mrs. Julia M. Dunn, author of "The Wreck of the Albatross," "When will He Come?" and many other exquisite lyrics published in Eastern magazines.

### Condolence.

Only in hushed and voiceless silence we think of the sorrow of Dr. and Mrs. Dunn of Moline, Ill., in the loss of their only son, little Louis, a beautiful boy of three years of age, who was gathered to the fold of the loving Shepherd on the evening of January 13, 1877.

Louis sleeps,  
Where the trailing ivy creeps,  
Gem too pure for mortal eyes,  
Now he shines in Paradise.  
Free from earthly stain or sin,  
Loving angels bore him in.  
Christ his tender lambs will keep—  
Louis sleeps. E. L. W.

OUR AIM.—Every plant and leaf has its ideal toward which it tends. Every human soul has its ideal, and our journal, O, reader, has its ideal too. Its aim is

A practical aid in technical school room work.

A mental and moral aid to each teacher.

And last, though by no means least, a journal to carry into the presence of all pupils old enough to comprehend it, to aid in making them better pupils, and better boys and girls.

Things are working afar in the heavens for us all, and in our need the results are ready.

You cannot do wrong without suffering wrong.

It is only as a man puts off all foreign support and stands alone, that he can be strong and prevail.

In the nature of the soul lies the compensation for the inequalities of condition.

If you serve an ungrateful master, serve him the more. Put God and nature in your debt. Every stroke shall be repaid.

It is as ignoble to go begging conditions as to go begging bread.

Not failure, but low aim, is crime.

Only through patient labor can genius be born in the spirit.

## IOWA.

## Official Department.

BY C. W. VON COELLN, STATE SUPT.

## Editors Journal:

I herewith send you an opinion which will be of general interest to school officers and teachers:

1. Teachers who commence school without complying with the provisions of sections 1757 and 1758, cannot recover their pay in the courts for the time taught in violation of law. These sections require a written contract signed by the sub-director or secretary and the teacher, the approval of such contract by the president, and a certificate from the County Superintendent covering the whole time of school.

2. The year for school purposes is not settled by law, but, since the board of directors serve for one year from the middle of March, it is the opinion of this department that the middle of March is the proper time to begin the school year.

3. The supreme court incidentally decides that the board of directors have the right to exclude children from school who are afflicted with contagious diseases. (31st Iowa, page 569).

4. Money received for the insurance of a school house lost by fire, belongs to the school house fund, and can be used for rebuilding the school house without action of the electors. See note (c), section 1723.

5. In cases where the district owns school houses near the geographical centre, it may be proper to rent a room for the accommodation of persons living at too great a distance, but it is not the intention of the law to let the school house stand idle and have the school kept in a rented room in a corner of the district.

DES MOINES, Jan., 1877.

## Late Literature.

THE BARTON EXPERIMENT is a grand success. It ought to be. It corrects some mistakes which have been made in this direction in the past.

It does not amount to much to "convert" a thief, if you leave him cold and hungry. *The Barton Experiment*, after helping men to become sober, provided work, and provided pay for the work, and care for and interest in the family of the tried and tempted; and this is the important lesson taught by this valuable little book. We are glad to learn that the publishers, G. P. Putnam's Sons, New York, owing to the demand for it, find it impossible to keep the book in stock, as every edition is gobbled up the moment it appears. Already 20,000 copies have been sold, and the public, like Oliver, ask for more. The first rush for the book was owing to Mr. Habberton's reputation as the author of "Helen's Babies;" but since then it has sold on its own merits and among a different class of readers.

"Scribner's," the "Atlantic," "The Galaxy," "Appleton's Journal," and the "Popular Science Monthly," are all on hand for February, full of useful and entertaining reading matter.

A number of teachers have started "Reading Clubs," as we have suggested several times, and many of them are securing one or more of these magazines as premiums for clubs of six subscribers.

We are glad to aid any who choose to avail themselves of our offer, and it is still open. Two or three of the above named

magazines are a treasure house of wisdom and entertainment in a neighborhood. All are worth ten times their cost.

"Demorest's" for February leads all the Fashion Magazines in this country, by a long ways. Its Panel Chromo, Valentine Chromo, Fancy Work, Patterns, humorous cartoons, choice reading, in fact, every thing which goes to make up a model parlor magazine, you get in Demorest.

## The Annual Register.

We are in receipt of a copy of the "Annual Register of Rural Affairs" for 1877, published at Albany, New York, by Luther Tucker & Son, and mailed to any address for the nominal sum of 30 cents. It is the oldest (and now the only) publication of the kind, and contains 150 pages of practical matter, interesting to every resident in the country, illustrated with no less than 140 beautiful engravings, almost all original. We notice particularly a capital article on "Practical Ventilation," which discusses this all important topic in a clear and at the same time scientific manner, giving fully illustrated descriptions of all the improved systems. Elaborate almanac pages are prefixed, and a very useful feature is the "Farmer's Register," which gives the addresses of all the reliable dealers in everything a farmer needs to buy—live stock of all kinds, seeds, implements, nursery stock, &c., &c.

A MESSENGER OF WISDOM. — The President of one of our colleges, in alluding to this journal, writes as follows: "Every number is to me a messenger of wisdom and a minister of strength for the labors and duties of my position. I am thankful to Providence for the benefits I have received from your paper, of which I have been a reader for several years past. I could not estimate those benefits in dollars and cents. I hope the *intrinsic worth* of the JOURNAL may secure for it a circulation commensurate with the needs of the people.

It is a fact that the whole press of the country realize to a greater extent than ever before the importance of the public school system as essential to their own success.

An ignorant people neither read nor pay for a newspaper. Ignorance is a non-productive element, except in the direction of criminality. It consumes little, and pays for nothing.

We wish the whole teaching fraternity would avail themselves of the facilities afforded to give the people information through the local press of what our schools are doing, and so reach the millions at home.

WRITE to your Representative and get the names of the Committee on Education, and get into correspondence with them.

They will be glad of any good suggestions you may make, or of any items, facts or statistics, you can give them.

The Committee on Education is a good one, and we hope they will secure such legislation as is needed to make the school law efficient.

Our souls, not our bodies, contain us.

## Special Notices.

## How to Save It.

Profanity is bad. We rather think if we can save "barrels and barrels" of it, we are doing a good thing, especially for clergymen and their daughters. Mark Twain tells in a pathetic way how to do it. Please read:

My Dear Sir:

I have invented and patented a scrap book, not to make money out of, but to economize the profanity of this country. You know that when the average man wants to put something in his scrap book he can't find his paste—then he swears; or, if he finds it, it is dried so hard that it is only fit to eat—then he swears; if he uses mucilage it mingles with the ink, and next year he can't read his scrap—the result is barrels and barrels of profanity. This can all be saved and devoted to other irritating things where it will do more real and lasting good, simply by substituting my self-pasting scrap book for the old-fashioned one.

If Messrs. Slote, Woodman & Co. wish to publish this scrap book of mine, I shall be willing. You see by the above paragraph that it is a *sound moral work*, and this will commend it to editors and clergymen, and, in fact, to all right-feeling people. If you want testimonials, I can get them, and of the best sort and from the best people. One of the most refined and cultivated young ladies in Hartford (daughter of a clergyman) told me herself, with grateful tears standing in her eyes, that since she began to use my scrap book she has not sworn a single oath.

Truly yours, MARK TWAIN.

P. S. We sell these books to those who are not profane at the same price.

See size and prices on page 1.

## American Lead Pencils

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Try a dozen of the best pencils made.

Address J. B. MERWIN,  
704 Chesnut st., St. Louis.

A FINE opening offered a competent Kindergartener who would like to take a half interest in a school established over two years, upon Froebel's system of teaching. One of the best locations in the city. For further particulars address Mrs. F. A. Collar, Denver, Colorado.

Mardi Gras—Memphis and New Orleans.

TUESDAY, FEB. 13, 1877.

The St. Louis, Iron Mountain and Southern Railway Company sells first class round-trip tickets at greatly reduced rates. W. C. Gregory, ticket agent, 105 S. Fourth st., St. Louis,

Sherman, Texas, Jan., 1877.—There is no such place in this county as Mineral City. If the Ohio, Kentucky and Texas Land Company own any land in this county, with valid title, I do not know it.

G. S. DICKERMAN, Clerk.

THOSE people who write on postal cards, and do not give their postoffice address, of course fail to get any response, and we should not dare undertake to tell how large this number is. It is very large, and what astonishes us and causes pain, is the fact that it is growing larger every month.

Why not first write your postoffice address, and then at the end sign your name plain, and you will hear from us if you enclose stamp for reply.

## EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These documents are for circulation among the people, so that they may be better informed not only of the work done by the teacher, but of the necessity of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, nineteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7 00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

No. 1. WHAT SHALL WE STUDY? By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, Saint Louis.

No. 4. WOMEN AS TEACHERS. By Grace C. Bibb.

No. 5. AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri. By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.

No. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary H. Smith. Read before the National Teachers' Association.

No. 7. HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

No. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies. An Essay read by William T. Harris, at the National Educational Association, in Boston.

No. 9. THE RIGHT AND POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.

No. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay by Wm. T. Harris, before the National Educational Association, at St. Louis.

No. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.

No. 12. WOMAN'S WORK AND EDUCATION IN AMERICA. An Essay, by W. G. Elliot, D. D. Read before the State Teachers' Association.

No. 13. SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS. By William T. Harris.

No. 14. SYLLABUS OF LESSONS IN NATURAL SCIENCE. By Wm. T. Harris.

No. 15. GERMAN REFORM IN AMERICAN EDUCATION. An Essay read before the German American Teachers' Association By W. T. Harris.

No. 16. MORAL EDUCATION IN PUBLIC SCHOOL. By W. T. Harris.

No. 17. REPORT ON A COURSE OF STUDY from the Primary School to the College. By Wm. T. Harris.

No. 18. ADDRESS ON A NATIONAL UNIVERSITY. By Wm. T. Harris.

No. 19. ESSAY ON THE SYSTEM OF CLASSIFICATION IN LIBRARIES. By Wm. T. Harris.

EDUCATION IN THE MISSISSIPPI VALLEY. By Wm. T. Harris.

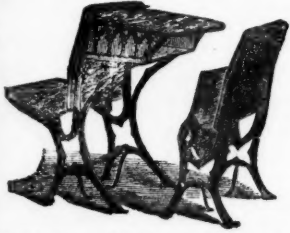
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THE Desks and Seats used in the Model School House exhibited at the Centennial Exposition were the "New Patent Gothic" style, as shown in the following cut,



The Gothic Seat and Desk. Back Seat, to start the row with.

and are used *exclusively* in the public schools of Philadelphia, and this city gave its unqualified endorsement of this "New Patent Gothic Desk" by a unanimous re-adoption of them after five years of trial, during 1871, 1872, '73, '74, '75, and 1876.

The curved back and curved folding seat conform exactly to the person of the occupant, so that in using this seat the pupil sits in an easy, upright, and healthy position.

The Philadelphia Board of Education, after thoroughly testing this desk for five years, and re-adopting it for exclusive use during 1876, give a most emphatic testimony to the truth of the statement of Dr. Wm. T. Harris, Superintendent of Public Schools of St. Louis.

Dr. Harris says: "These New Patent Gothic Desks, used in the High School in this city, after a thorough trial, give *entire* satisfaction, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses."

Before purchasing school desks, in view of the *price* and the construction of the "Patent Gothic Desk and Seat," parties wishing to buy should call upon or address, with stamp for reply,

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## Cheap Fares by the People's Line

The Ohio and Mississippi Railway Co. will inaugurate a reduced local tariff from March 1st, 1876 which upon examination proves to be the lowest rates for passenger traffic in existence in the west, and is in accordance with the liberal ideas entertained and acted upon by its managers since they came into possession of this great highway between the West and the East. In 1871 the passenger tariff was reduced from an arbitrary rate of five cents per mile to four (equivalent to a reduction of 20 per cent), and in addition, a system of round trip tickets between all stations was introduced at three cents per mile (equivalent to a reduction of 40 per cent).

The results of this highly important and very liberal step for the benefit of its patrons disagrees with the predictions of those unfriendly to the move, as the steady increase in the number of passengers carried and earnings on the local business since has been sufficient to encourage the company to make the still further reduction referred to above, believing they will be justified in so doing by increased patronage and the hearty support of all who may have occasion to use this deservedly popular line.

From above date the basis for single trip tickets will be three cents per mile, and for round trip tickets two and three-quarters cents per mile—good until used. Freight train orders, good for train and day only, will be sold at two and one-half cents per mile.

This is the first instance where a western road has had the courage to reduce to a figure which heretofore has been considered low and below a paying basis for railroad managers.

It is confidently expected that this reduction will help the freight business of the company by giving farmers and others inducements to travel, and dispose of their freight at the best market.

10-2 12

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Appended are a few of the many certificates sent us:

As a family medicine and tonic it is simply invaluable. In my own case it has cured Dyspepsia of long standing. JOHN F. MINES, Managing Editor N. Y. Commercial Advertiser.

Permit me to add my testimony to the efficiency of your "Jeleso" in cases of Dyspepsia of long standing. I have used two bottles of it, and I am now thoroughly cured. I shall most cheerfully recommend its use to all my friends; and I consider it an indispensable medicine in every family. I am most truly yours,

J. D. BARTON,

Supt. Flushing, North Shore, and Central R. R. of Long Island.

104 EAST 23D ST., NEW YORK, }  
January 29, 1876.

DR. WARREN—Dear Sir: I have used your Jeleso Water as a tonic, also for Dyspepsia and Throat Affections of all kinds with great beneficial results. I believe it to be a very valuable remedy.

9-11 10-10

DR. E. G. STILLMAN.

BLUMYER MFG CO  
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CHURCH SCHOOL FIRE ALARM  
Fine toned, low priced, fully warranted. Catalogues giving full particulars, prices, etc., sent free.  
BLUMYER MANUFACTURING CO.,  
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# C&N-W LINES.

## The Chicago and Northwestern R'y

Embraces under one management the Great Trunk Railway Lines of the West and Northwest, and with its numerous branches and connections, forms the shortest and quickest route between Chicago and all points in Illinois, Wisconsin, Northern Michigan, Minnesota, Iowa, Nebraska, California and the Western territories.

### Its Omaha and California Line

Is the shortest and best route between Chicago and all points in Northern Illinois, Iowa, Dakota, Nebraska, Wyoming, Colorado, Utah, Nevada, California, Oregon, China, Japan and Australia. Its

**Chicago, St. Paul, and Minneapolis** Line is the short line between Chicago and all points in Northern Wisconsin and Minnesota, and for Madison, St. Paul, Minneapolis, Duluth and all points in the Great Northwest. Its

**La Crosse, Winona and St. Peter** Line is the best route between Chicago and La Crosse, Winona, Rochester, Owatonna, Mankato, St. Peter, New Ulm, and all points in Southern and Central Minnesota. Its

**Green Bay and Marquette** Line is the only line between Chicago and Janesville, Watertown, Fond du Lac, Oshkosh, Appleton, Green Bay, Escanaba, Saganaw, Marquette, Houghton, Hancock and the Lake Superior Country.

**Its Freeport and Dubuque Line** is the only route between Chicago and Elgin, Rockford, Freeport, and all points via Freeport.

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### PULLMAN PALACE CARS

are run on all through trains of this road. This is the only line running these cars between Chicago and St. Paul and Minneapolis, Chicago and Milwaukee, Chicago and Winona, or Chicago and Green Bay.

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Close connections made at Junction points with trains of all cross points.

Tickets over this route are sold by all coupon ticket agents in the United States and Canada. Remember, you ask for your tickets via the Chicago and Northwestern Railway, and take none other.

New York office, No. 415 Broadway; Boston office, No. 5 State Street; Omaha office, 233 Farnham Street; San Francisco office, 121 Montgomery Street; Chicago ticket offices, 62 Clark Street, under Sherman House; corner Canal and Madison Streets; Kinzie Street Depot, corner W. Kinzie and Canal Streets; Wells Street Depot, corner Wells and Kinzie Streets.

For rates or information not attainable from your home ticket agents, apply to

MARVIN HUGHITT,  
W. H. STENNETT, General Superintendent.  
Gen'l Pass. Ag't. x-1c

### LOOK AT THE FACTS.

THE SANITARIAN is doing a valuable and much needed work in publishing a series of articles on "Deformities and their Relation to Hygiene," and quotes the following facts bearing on the subject:

Dr. Warren of Boston, in a valuable little work on "Physical Education and the Preservation of Health," says: "I feel warranted in asserting that of the well-educated females within my sphere of experience, about one-half are affected with some degree of distortion of the spine." An eminent foreign writer is quoted by him in support of his assertion, who, in speaking of lateral curvature of the spine, says: "It is so common, that out of twenty young girls who have attained the age of fifteen years, there are not two who do not present very manifest traces of it."

Another eminent physician, Dr. Banning, says: "The chief responsibility for this evil rests upon the present system of education, which discourages in young ladies the development of muscular strength, and teaches them to look no one in the

face, but rather to observe that perfect caricature of human dignity and symmetry, the Grecian bend; and until parents see the importance of caring for and educating the bodies as well as the minds of their children, physical weakness and spinal deformity must necessarily abound."

"Causes which affect the health and produce general weakness, operate powerfully in producing affections of the spine, in consequence of the complexity of its structure and the great burden it supports. When weakened, it gradually yields under its weight, becomes bent and distorted, losing its natural curves and acquiring others, in such directions as the operation of external causes tends to give it, and these curves will be proportioned in their degree and in their permanence to the producing causes. If the supporting part is removed from its true position, the parts supported necessarily follow, and thus a distortion of the spine effects a distortion of the trunk of the body."

It was with these facts in view, and with a special desire to remedy them as far as possible, that we expended large sums of money to secure a school desk, which by its construction on hygienic principles, would prevent this deformity.

We have secured the desired result in "The Patent Gothic Desk and Seat," with its foot rests.



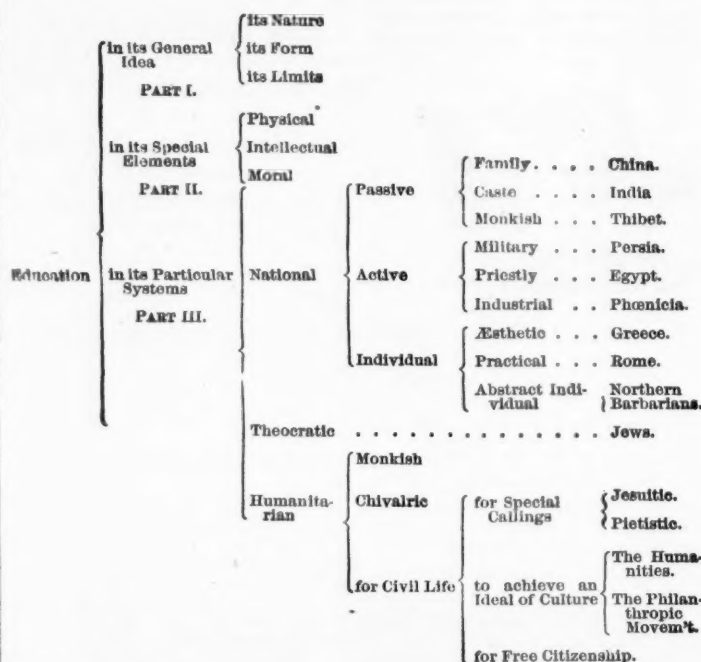
This curved back and curved seat was designed by Prof. Cutter, the eminent Physiologist, and they are true to anatomical principles; the inclination of the former and the curve of the latter are so correct that they conform exactly to the person of the occupant, and the pupil sits in an easy, upright, and healthy position.

WM. T. HARRIS, Superintendent of the St. Louis Public Schools, after a long trial, says:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms in this city, after a thorough trial give ENTIRE SATISFACTION. The NEW PATENT GOTHIC DESK, with the CURVED FOLDING SLAT SEAT with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction, secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school houses.

Respectfully Yours,  
WM. T. HARRIS,  
Supt. Public Schools, St. Louis.

## Scheme of Classification of Pedagogics as a System.



This work makes a neat volume of about one hundred and fifty pages, and is arranged methodically, and divided into sections in such a manner as to fit it most admirably for a text-book for Normal Schools. As such it might profitably occupy the place in the course of study usually devoted to Mental Philosophy and Theory and Art of Teaching. It is emphatically a book for profound study—a book that will continually grow in appreciation the more it is studied. While it is a compend of the entire subject, covering as it does, first, a treatment of the nature, form, and limits of Education; secondly, its special elements, physical, intellectual, and moral; thirdly, a philosophic survey of the history of Education in all parts of the world;—on the other hand, it is not so voluminous as to oblige the teacher to use it in a fragmentary manner. It is just what a text-book ought to be—full of suggestions.

## Facts for Advertisers.

### OFFICE OF



Volume x. 1877.

SEVEN EDITIONS of the AMERICAN JOURNAL OF EDUCATION are now published each month. It has a larger circulation, and reaches more intelligent and enterprising people, than any similar publication in this country. An edition is published

In ST. LOUIS for Missouri,  
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In HOUSTON for Texas.  
In MONROE for Louisiana,  
In KIRKSVILLE for Iowa and Northern Missouri.  
In NASHVILLE for Tennessee.

Advertisers get the benefit of all this circulation, as advertisements go into ALL the editions. Advertisements in this journal are permanent—as we publish in each issue cuts and plans of school houses for both city and country—and the papers are preserved for these plans and specifications. The pages, too, are of such a size that advertisements are easily seen. This journal thus reaches merchants and farmers who are school directors, families, teachers, agents—more than 200,000 of the men and women of intelligence and enterprise in all sections of the country.

The following are our regular rates:  
Nonpareil space, basis of measurement, 12 lines to the inch.  
Outside page, front cover, . . . . . 40c per line.  
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Is The Best Ink Well

In the World, Because there is

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- 2d. No Dust.
- 3d. No Freezing.
- 4th. No Lock and Key.
- 5th. No Corrosion or Rusting.
- 6th. Not in the Way.



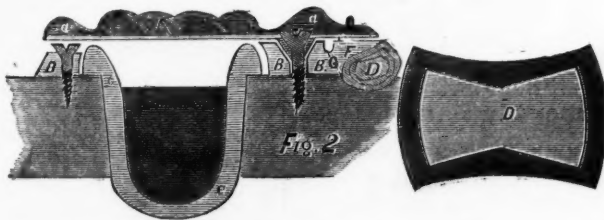
Showing the Ink Well in Use.

### EXPLANATION.

A, Cover; a a, Pen Rack; B, ring with shoulder, which confines the glass; C, glass; c, (Fig. 1), Slot in shoulder allowing the passage of a lip projecting from glass C; D, Pen Wiper; F, Bearing of cover in rear of pivot and head for attaching the Pen Wiper; G, Fastening for Pen Wiper.

### Styles and Prices.

- No. 1. Large Size. Having Non-Corrosive Composition Cover, and large removable Glass. Price per dozen, including necessary screws, \$3.  
No. 2. Small Size. Non-Corrosive Cover and Ring, glass not removable, including necessary screws, \$2 50.



Showing a Section of Desk Top and Ink Well.

Showing the kind of Pen Wiper to use.

The cover turns only one way, and no noise can be made with them. They are low on the desk, as you see, and not in the way of books or slates.

If you cannot afford patent desks, send for good ink wells, and put them in your old desks.

Adopted for exclusive use by Boards of Education in the cities of Chicago, Philadelphia, Detroit, Milwaukee, Cincinnati, St. Louis, &c. For circulars, for

# Every Thing

NEEDED IN YOUR SCHOOL, ADDRESS WITH STAMP FOR REPLY,

J. B. MERWIN,

704 Chesnut street, St. Louis, Mo.

## Important to School Officers.

Parents of the children, school officers, teachers, and all patrons of our schools, realize the FACT, that *properly constructed seats and desks* are an absolute necessity in every school house. Not only comfort, but the *health* of the pupils demands this. Provision should be made for the SEATS AND DESKS in building a school house, as much as for the floor or roof of the building. We call attention to this matter thus *early and specifically*, because we have found in an experience extending over more than ten years, that in furnishing school houses great trouble and annoyance has been caused by the *delay* on the part of *school officers* in ordering seats and desks SIXTY DAYS should be given to get out the order, and get it to its destination, to insure its being *on hand and set up* in the school house when you need it. It takes from \$75,000 to \$100,000 to keep up a full stock of all the varieties, sizes and styles of school desks manufactured, and there is no profit in the business to warrant such an outlay of money.

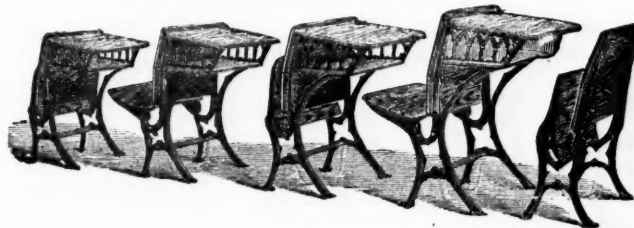
We have known school officers, whose sworn duty it was to provide these things, to *delay* ordering the SEATS AND DESKS until within a week of the time when the school was to commence. Then the rush of freight was so great that they have lain in the depot a week or more before starting to their destination—the teacher hired—the pupils present—but nothing could be done, as there were *no seats*—and the school became demoralized for weeks, because the *school officers failed* to do their duty and order the seats and desks in time.

We repeat, orders should be given at least SIXTY DAYS before the desks will be wanted—and we write this, to aid at least this year, in avoiding the trouble and disappointment those who neglect to order in time, will experience. This delay and trouble can be avoided by ordering the desks when the *foundation of the building is being laid*.

Now comes the question as to which is the *best desk to buy*. We prefer to quote what those say who have used our desks for years, and so thoroughly tested their merits. As more than 600,000 of "The Patent Gothic Desks" have been sold, and almost as many of the "Combination Desk and Seat," we have of course a very large number of the best kind of endorsements of these desks. We present the following from WM. T. HARRIS, Superintendent St. Louis Public Schools, as a sample—which is *good enough*:

DEAR SIR: It gives me pleasure to state that the desks and seats which you have put into the school rooms of this city, after a thorough trial, give *entire satisfaction*. The

"New Patent Gothic Desk,"



Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1, to start the rows with.

with curved Folding Slat seat, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating School Houses. Respectfully Yours,

WM. T. HARRIS,  
Superintendent Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

Five sizes of these Patent Gothic Curved Folding Slat-seat Desk are made, to accommodate pupils of all ages. We give the numbers and sizes so that school officers may know which to order:

- No. 1, High School, for pupils from 15 to 20 years of age.  
No. 2, Grammar, " " 12 to 16 "  
No. 3, First Intermediate, for pupils from 10 to 13 years of age.  
No. 4, Second " " 8 to 11 "  
Primary, for pupils from 5 to 9 years of age.

We manufacture a lower priced desk called

### "The Combination Desk and Seat."



Desk—

Back seat to start the rows with.

This "Combination Desk" is used in most of the schools in St. Louis, and seems to answer a

very good purpose. It is not as convenient nor as comfortable as the "curved folding-slat seat" but it is cheaper, and gives general satisfaction.

Five sizes of the "Combination Desk and Seat" are made, to suit pupils of all ages.

- Size 1, Double, High School, seating two persons from 15 to 20 years of age.  
Size 2, Double, Grammar School, seating two persons from 12 to 16 years of age.  
Size 3, Double, First Intermediate School, seating two persons from 10 to 12 years of age.  
Size 4, Double, Second Intermediate School, seating two persons from 8 to 11 years of age.  
Size 5, Double, Primary School, seating two persons from 5 to 9 years of age.  
Back or starting seats to correspond with any size desk.

These desks are the plainest and cheapest in

price of any manufactured. They range in height from 11 to 16 inches. The stanchions or end pieces are iron, with wide continuous flanges. They are better proportioned and braced, neater, and more graceful in design than any other combination seat made. Teachers and school officers can easily calculate the sizes of desks needed by the average number of pupils between 5 and 20 years of age.

### Is it Economical?

This question is eminently proper. The "Home-made Desks" are clumsy and ill-shapen at best—they cost nearly as much as these improved school desks to start with. They soon become loose and rickety, as all wood desks do—and then they must be replaced by others, and when this is done you have paid more than the improved desks would have cost, and still have a poor desk. So the question answers itself. It is economy to buy good desks to start with—these will last as long as the school house stands.

For further information, circulars of globes, outline maps, slating, and everything needed in Schools, call upon or address, with stamp for reply,

J. B. MERWIN,

Dealer in School Supplies of all Kinds, 704 Chesnut Street, St. Louis, Mo.

## PATENT PORTABLE BLACKBOARDS, WITH A PERFECT BLACK SLATE SURFACE.



STYLE B.

### MADE WITH HOLBROOK'S LIQUID SLATING.

The Blackboard has now become an indispensable article, not only to School Teachers and Sabbath School superintendents, but also to all classes of instructors, including mothers at home, lecturers and professors, and it is admitted by all, that in no way can impressions upon the memory of the children be made so lasting, as by means of illustration upon the blackboard. Superintendents of Sabbath Schools will find the style "A," blackboard peculiarly adapted to their wants, as the illustrations may be drawn at leisure during the week, and the board then rolled up and carried in the hand to the school.

#### Styles, Sizes and Prices.

Style A, No. 1, 2x2 feet (see cut).....	60	Blackboards of Wood, Ash or Wal. fr.	Style B, Size No. 1, 2x3 ft. (see cut).....	\$3 50
" 2, 3x3.....	1 35	" " " 2, 2 1/2 x 3 1/2 ft.....	" " " 2, 2 1/2 x 3 1/2 ft.....	5 25
" 3, 3x4.....	1 80	" " " 3, 3x4 1/2 ft.....	" " " 3, 3x4 1/2 ft.....	7 00
" 4, 3x5.....	2 25	" " " 4, 3 1/2 x 5.....	" " " 4, 3 1/2 x 5.....	9 50
" 5, 3x6.....	2 70	" " " 5, 4x6.....	" " " 5, 4x6.....	12 00
" 6, 3x7.....	3 15	Same style as B, without fr., 7-8 Wood	Style C, Size No. 1, 2x3 ft.....	\$3 00
" 7, 4x5.....	3 00	" " " 2, 2 1/2 x 3 1/2 ft.....	" " " 2, 2 1/2 x 3 1/2 ft.....	4 50
" 8, 4x6.....	3 60	" " " 3, 3x4 1/2 ft.....	" " " 3, 3x4 1/2 ft.....	6 00
" 9, 4x7.....	4 20	" " " 4, 3 1/2 x 5.....	" " " 4, 3 1/2 x 5.....	8 00
Music lines extra.....	1 00	" " " 5, 4x6.....	" " " 5, 4x6.....	10 00

The above are mounted on rollers, with hooks and rings for hanging up.

I ship by express, and in ordering parties will please specify the style of board wanted, whether A, B, C, and number, whether No. 1, 2, 3, 4, &c.

I also supply Liquid Slating for Blackboards on the walls of school houses, which stands the test of use and time. See the following: Office C. B. Clark, Architect, St. Louis, Mo.

J. B. MERWIN—Dear Sir: The blackboards made of Holbrook's Liquid Slating, put on the school houses of St. Louis by you, give perfect satisfaction. They are both durable and economical. I have tested this matter so thoroughly that I now make it a part of my regular contract in all school buildings, that the blackboards shall be put upon the walls, and shall be made of your Holbrook's Liquid Slating. Respectfully,

For prices, address with stamp for reply,

J. B. MERWIN,  
704 Chesnut Street, St. Louis, Mo.

## HOLBROOK'S IMPROVED LIQUID SLATING, FOR BLACKBOARDS.

### Directions for Use.

FIRST—Make the surface on which the Slating is to be applied as smooth as possible. Use sand or emery paper if necessary. It can be made perfect by filling any indentures with plaster of Paris, and drawing the brush over it as it is put in, as it will crumble.

SECOND—For applying the Slating use a flat camel hair brush, from three to fifteen inches wide—the wider the better.

THIRD—Shake and stir the Slating till thoroughly mixed, and, that the surface may be even, in applying the Slating take as few strokes as possible, drawing the brush the entire width of the board, as it hardens quickly, and any lappings of the brush are visible after the slating is dry.

FOURTH—After the first coat, rub the boards smooth with emery or sand-paper (rubbing the grit from off the paper first), and then apply the second coat same as first. For re-painting an old Blackboard two coats will be sufficient. If applied to the wall, three coats.

**Caution**—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several imitations, none can produce the

Smooth, Enduring, Dead-black Surface of the Holbrook.

It is the only surface that will not glaze.

N. B.—Thousands of testimonials like the following, received in proof of superiority of this article. James P. Slade, County Superintendent of St. Clair county, Ill., says: "Nearly two years since, for the purpose of testing several of the various articles used in the making of Blackboard surface, five or six different preparations were used in repairing our boards and making new Blackboard surface; and now that sufficient time has elapsed to enable me to judge of their merits, I have no hesitation in saying that Holbrook's Slating is by far the best. It does not become glossy, crack or scale off. I can further affirm that it does improve, as you claim it will, by use. Of all the preparations thus tested, yours has given, and continues to give, entire satisfaction. For this reason I shall take pleasure in recommending it as I may have opportunity." J. P. SLADE.

### It will Last Ten Years.

Keep the can well corked. A gallon will cover about 250 square feet. Brushes furnished if desired. Sample as applied to paper sent by mail on application. Send for circular of Blackboard Erasers, and everything else needed in your school. Address, with stamp for reply,

J. B. MERWIN,  
704 Chesnut street. St. Louis, Mo.

## PULPITS.

Read what two of the latest purchasers, prominent ministers in Kansas, say of them:

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J. B. MERWIN—Dear Sir:

The pulpit ordered of you was received to-day, and in good condition. I like it even better than I expected before it came. Yours truly,

J. N. RANKIN.



WILLIAMSBURG, Kas., Dec. 20, '76.

J. B. MERWIN—Dear Sir:

The pulpit came yesterday, all right and in good condition. Our people are very much pleased with it.

Yours very respectfully,

WM. KENDRICK.

For prices of church furnishing goods of all kinds, address with stamp for reply,

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All Persons at a distance treated by Mail with Perfect Success by describing their Symptoms

(Send for our large and beautifully illustrated paper, sent free to any address)

## DR. TOWNSEND'S Oxygenated Air!

### CURES

#### CATARRH.

WE MAKE A SPECIALTY of treating patients by Mail. Please write and describe your symptoms.

Why? because Inhalation is the only way that the Air Passages can be reached, and Catarrh is a disease of the Air Passages of the Head. Use this Treatment as we direct, which is easy and pleasant, and we guarantee a perfect cure of Catarrh.

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Why? for the same reason as given above. The Bronchial Tubes are simply conductors to carry air to the lungs, hence Inhalation must go direct to the seat of the disease, and if you will follow our directions, we guarantee to cure Bronchitis.

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WE GUARANTEE to cure Coughs, Colds, Diphtheria, Pneumonia, Neuralgia, and nearly all other severe attacks when all other remedies fail.

Why? because Asthma is a contraction of the Bronchial Tubes, caused by inflammation and irritation of the mucus membrane lining the Bronchial Tubes. Use Oxygenated Air as we will direct and we will warrant a Cure. We have cured cases of 20 years standing.

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DYSPEPSIA WE CURE. Liver and kidney complaints are effectually reached by Oxygenated Air.

Can be cured. Why? because we have cured hundreds of cases, some of them being given up to die by all physicians of other schools of practice. Consumption is a disease of the Air passages and over two-thirds of the cases are caused by Catarrh. We guarantee a cure if you will come in season.

#### BLOOD DISEASES.

#### CANCERS AND TUMORS

CURED without cutting or drawing blood, with very little or no pain. Any one troubled with Cancer and Tumors will please write for testimonials &c., from patients cured. We warrant a perfect cure.

W. M. PARK, M. D.

Late of the McCLELLAN U.S. A. Hospital, Philadelphia Pa., who has been so successful throughout New England in the cure of Cancers and Tumors, takes charge of this department.

Address all letters as heretofore, E. F. TOWNSEND, M. D., 122 High Street, Providence, R. I.

Physicians wishing to locate in some town or city in this business, can be furnished with territory and our illustrated papers for advertising the same, by addressing as above.

### CAUTION.

There are unprincipled persons in Boston and elsewhere who are putting up a bogus liquid and trying to palm it off as MY TREATMENT, or Oxygenated Air, and claiming it to be like mine. None genuine unless the words DR. TOWNSEND'S OXYGENATED AIR are blown in bottle, and portrait on label.